

Section: 5: Creative Arts

The Creative Arts standards overlap the Cognitive, Language, Social-Emotional and Physical Domains. They correlate with the Kindergarten Curriculum Standards for Music, Dance, Visual Arts and Theater.

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL- EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Coos and smiles to pleasant sounds	Singing 1.0
				Cries at harsh sounds	
				Becomes calm when sung to or talked to in soothing voice	
				Kicks and wiggles in response to familiar sounds	
		Art	Begins to focus on and show fascination for fun things	Looks toward a moving toy or mobile	
		Movement and Dramatic Play	Begins to discover his/her body	Watches hands	Dance 1.1&1.2
				Starts to bring things to mouth	
				Kicks and wiggles upon hearing familiar sounds	

Creative Arts (4-8 months)

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Coos and laughs to pleasant sounds and experiences	Singing 1.0 & 2.0
				Cries at harsh sounds	
				Becomes calm when sung to or talked to in soothing voice	
			Begins to use sounds	Delights in new ability to produce sounds (smacks lips, squeals on purpose)	
				Explores sounds (Shakes rattle/ bangs blocks together/bat ball that has lights and sounds in it)	
				Enjoys own music and noises (bangs spoon on tray/smiles makes noise over and over again)	
		Art	Focuses on and shows fascination for fun things	Explores intensely a toy that is held in the hand	Visual Arts 1
		Movement and Dramatic Play	Begins to have some control of body	Sits up/ rocks on hands and knees/attempts to crawl	Dance 1.1 & 1.2
				Uses body to make sounds (slaps tray, bangs blocks, splashes water in tub)	

Creative Arts (8-12 months)

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	Singing 1.0 & 2.0
				Claps or bounces up and down to music	
				Becomes calm when sung to or talked to in soothing voice	
			Uses sounds	Experiments with sounds (dumps blocks/pots and pans on floor and repeats this until satisfied)	
				Enjoys own music and noises (claps and giggles at sound, makes sounds with mouth and tongue)	
		Art	Focuses on and shows fascination for fun things	Explores shapes of objects	Visual Art
		Movement and Dramatic Play	Has more control of body	Changes position smoothly	Dance 1.1 & 1.2
				Begins to walk and explores world	
			Begins to purposefully act on his environment	Still slaps and bangs objects up and down--but with more control and deliberate effort	

Creative Arts (12-18 months)

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	Singing 1.0 & 2.0
				Claps or bounces up and down, moves whole body to music	
				Becomes calm when sung to or talked to in soothing voice	
				Makes connections between sound and objects	
			Uses sounds	Mimics sounds (repeats sounds that are heard)	
				Plays with the different pitch of sounds	
		Art	Focuses on and shows fascination for fun things	Explores shapes of objects (begins to try to put together puzzles and explore shape relationships, stacks objects and plays with a peg board)	Visual Arts 1
				Explores the feel of different mediums--play dough, water, different textures of fabrics	
		Movement and Dramatic Play	Has more control of body	Changes position smoothly; responds to music or rhythm	Dance 1.1 & 1.2
				Walks and explores world	
			Begins to purposefully act on his environment	Uses objects such as a spoon on a pan to make different sounds	

Creative Arts (18-24 months)

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Responds rapidly to sounds that are heard. Smiles and laughs at pleasing sounds/cries or fusses at unpleasant sounds	Singing 1.0
				Imitates the flow and inflections of conversations as they jabber or play with toys	
				Claps, bounces, and begins to "dance " to music	
				Repeats an action again and again to hear the sound	
				Giggles while trying to imitate finger plays (Itsy, Bitsy Spider)	
			Use sounds	Sings a favorite song to self while rocking or swinging	
				Experiments with different sounds-using a variety of items found in the environment	
		Art	Focuses on and shows fascination for fun things	Pour/dump water, sand, rice, etc. from container to container	Visual Arts I
				Experiments with play dough and explores the different sensations	
			Explores color	Separates objects by color	
				Identifies "favorite" color ; repeatedly chooses that crayon or paint color	
			Scribbles and paints	Holds crayon with a steady grip and makes scribbles on paper	
		Movement and Dramatic Play	Has more control of body	Play "follow the leader" around a simple course	Dance 1.1&1.2
			Begins to purposefully act on his environment	Babbles in a flow of word sounds while pretending to "talk" to stuffed animals	
				Tries to make toys "work" after watching others push the buttons or twist the handle	

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COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	Singing 1.0 & 2.0
				Dances to music	
				Initiates singing or dancing or playing instrument	
			Use sounds	Hums or sings a familiar song	
				Enjoys own music and noises (makes up variation of simple tune or rhyme)	
		Art	Focuses on and shows fascination for fun things	Builds with blocks/ experiments with shapes and sizes as builds	Visual Arts I
				Shows preference for pictures or colors	
			Scribbles and paints	Uses fingers, crayons, big brushes, markers to make marks	
				Scribbles with crayons or markers, holding marker in several kinds of grasps, but beginning to use thumb and fingertips	
			Experiments with materials and explores the different sensations-begins to make rudimentary objects	Enjoys playing with clay, play dough, large crayons, markers and paper	
		Movement and Dramatic Play	Has more control of body	Darts, runs, jumps, climbs with joy/ Pretends to be bird, truck, etc. as moves	Dance 1.1&1.2
				First steps at pretend play such as pretending to be fire fighter with fire hat on or a momma with a baby doll	
				Enjoys silly songs/games (Ring around the Rosie)	
				Enjoys pretending to be different objects (elephant, monkey, tree in the wind) with suggestion from adult	

Creative Arts (24-30 months)

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) To be exhibited at the END of the age span	Correlations
COGNITIVE/SOCIAL- EMOTIONAL DEVELOPMENT	Creative Arts	Movement and Dramatic Play	Begins to purposefully act on his environment	Imitates the ways adults use tools/ appliances around the house	Dance 1.1&1.2
				Combines toys in complex ways, such as using play dough in the dramatic play area to represent food/ uses teddy bears to have a "tea party"	
				Initiates finger plays	

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COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Can participate in group singing activities for short period of time	Singing 1.0
			Use sounds	Initiates singing or dancing or playing instrument	
				Uses pan or bowl to make band instruments and bangs on them to make sounds	
		Art	Focuses on and shows fascination for fun things	Enjoys feeling, smelling, squishing and swirling but do not produce a "product" at the end of the activity	Visual Arts I&II
			Scribbles and paints	Uses crayons to make dots, small lines, and swirls and then describe what they see	
			Experiments with materials and explores the different sensations-begins to make rudimentary objects	Uses sense of smell, touch, taste, sight and hearing to experience objects	
		Movement and Dramatic Play	Has more control of body	Can pretend to be different animals and effectively characterize the animal	Dance 1.1&1.2
				Enjoy creative movement such as "hopping like a kangaroo", "flying like a bird", etc	
			Begins to purposefully act on his environment	Thrives on riding and action toys and pretend to be riding on a truck, motorcycle, plane, etc.	
				Runs with ease, stops and starts with precision	
				Plays actively in the dramatic area, sometimes watching and sometimes imitating actions, exhibits cooperative play in the center	

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COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Participates in group music experiences	Singing 1.0, 2.0 & 3.0
				Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	
				"Plays with" with a variety of musical instruments--may use in unique ways	
			Uses sounds	Explores vocal pitch sounds	
		Art	Focuses on and shows fascination for fun things	Begins to develop the abilities to work independently--begins to establish a sense of "order" in art's messy mediums by use and practice with the medium	Visual Art I & II
				Begins to demonstrate some care and some persistence in a variety of art projects--often trying	
			Scribbles and paints	Begins to add some detail to drawings, paintings, models and other art creations	
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation	
			Responds to artistic creations or events	Begins to share opinions about artistic products and experiences	
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt through the music	Dance 1.1&1.2
				Shows growth in moving to music	
				Imitates and pretends to be different characters	
			Begins to purposefully act on his environment	Participates in a variety of dramatic play activities and shows growing creativity and imagination in using material and in assuming different roles in dramatic play situations	
				Takes things apart and starts to try to fit things together--enjoys the process of destruction and recreation	

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COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Participates in group music experiences--	Singing 1.0, 2.0 & 3.0
				Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	
				Experiments with a variety of musical instruments	
			Uses sounds	Explores vocal pitch sounds	
				Begins willingness to sing alone as well as with the group	
		Art	Focuses on and shows fascination for fun things	Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects	Visual Art I & II
			Scribbles and paints	Progresses in abilities to create drawing, paintings models and other art creations that have more detail	
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation	
			Responds to artistic creations or events	Begins to understand and share opinions about artistic products and experiences	
	Creative Arts	Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt and heard in various musical tempos-- responds to changes in tempo or genre	Dance 1.1&1.2
				Shows growth in moving in time to different patterns of beat and rhythm in music	
				Imitates and pretends to be different characters	
			Begins to purposefully act on the environment	Participates in a variety of dramatic play activities and shows growing creativity and imagination in using material and in assuming different roles in dramatic play situations	
				Participates with others in dramatic play, negotiating roles and setting up events	